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ABSTRACT

A study was conducted to determine the employment and training needs of rehabilitation homemaker paraprofessionals in North Dakota on the basis of program development. A survey instrument was developed from a review of the literature and input from a panel of advisors, and administered to 15 supervisors and 27 paraprofessionals at agencies that received state funds to teach independent living skills to developmentally disabled persons. Forty-six of the survey's 51 listed job skills were identified by the supervisors and/or paraprofessionals. Supervisors targeted 21 job skills as inservice training needs. Those most strongly identified related primarily to general skills: understanding the handicapping condition, observing and evaluating behavior, developing ways to teach, and knowledge of medical concerns. Highest areas related to training for independent living skills were protection of rights, appropriate sexual expression, and use of first aid. Recommendations made as a result of the study included the following: (1) those job skills and training needs that were identified should provide a basis for preservice education; (2) training programs should include an independent living training component; (3) a long-term, self-sustaining training system should be developed; (4) preservice training programs should be based on common competencies needed by special education teacher aides and houseparents; (5) state licensure specifications should provide incentives for training paraprofessionals; and (6) training should be field-based and problem-centered. (KC)

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ED210456

FINAL REPORT

Employment and Training Needs of Independent Living Paraprofessionals In North Dakota

Research Series No. RR 107

By:

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This project was supported by:

University of North Dakota
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Carrol Burchinal, Director
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Introduction

North Dakotans have become increasingly aware of the need to maximize learning and growth of handicapped persons. In recent years, the primary direction of programs for these individuals has changed from one of "caring for" to that of "teaching them to care for themselves". This training assists them to live in as normal a community setting as possible.

An essential figure in this process is the paraprofessional. This individual works with the handicapped person on a day to day basis to develop independent living skills in such areas as foods and nutrition, personal and family living, housing and home management, clothing and textiles.

Yet, it appears that the training of these paraprofessionals has been inadequate. The purpose of this study was to identify the employment and training needs of paraprofessionals who assist handicapped persons to develop independent living skills. The specific objectives of the study were to:

(a) assess human service paraprofessional employment needs in North Dakota.

(b) identify competencies needed by human service paraprofessionals.

(c) make recommendations for the development of paraprofessional training.

Method

The study was supported by funding from the University of North Dakota and the North Dakota State Board for Vocational Education. Project design and implementation were conducted by the UND project steering committee composed of: Dr. Joy Bostrom (Home Economics), Dr. Glinda B. Crawford

(Home Economics), Dr. James L. Navara (Vocational Education), and Mr. George Zenk (Vocational Special Needs). Ms. Beverly Uhlenberg was employed as research assistant. Input was received and utilized from a panel of advisors: Dr. Myrna Olson (UND Special Education), Mr. Jim Ormand (Developmental Disabilities, North Dakota Department of Health), and Mr. Clide Cassity (Special Needs, North Dakota State Board for Vocational Education).

The information was gathered through the use of both the questionnaire and the interview techniques (See Appendix A). Questionnaires were administered to both supervisors of paraprofessionals and paraprofessionals themselves. For the questionnaire, background data about the paraprofessional and the job were requested. A listing of 51 job skills for paraprofessionals was compiled based on a review of the literature. Both supervisors and paraprofessionals were asked to rate this listing as to the degree they strongly agreed or disagreed that each individual job skill was performed by the paraprofessional; in addition, the supervisors were asked to rate those same job skills as to the degree they strongly agreed or disagreed that additional training was needed for those paraprofessionals currently employed. The telephone interview was directed to supervisors only and focused upon further considerations for job training.

Questionnaires were mailed to the supervisors at all 20 agencies which received state funds to teach independent living skills to developmentally disabled persons (See Appendix B). Each supervisor was then asked to select two paraprofessionals to answer the questionnaire. A total of 15 supervisors returned questionnaires; 27 responses were received from paraprofessionals. All supervisors participated in the telephone interview.

Table 1. Paraprofessional Background Data

Area	Paraprofessional Response (n=27) n	%
Marital Status		
Single	6	22
Married	17	63
Widowed	1	4
Divorced	3	11
Sex		
Male	3	11
Female	24	89
Age		
20 years or younger	0	0
21 to 35 years	21	78
36 to 50 years	3	11
51 to 65 years	3	11
Over 65	0	0
Highest Grade Completed		
High School Graduate	27	100
Additional Schooling or Training		
None	1	4
Vocational-Technical	5	18
Some College	8	30
College Graduate	11	41
Other	2	7
Specialized Training for this Occupation		
Completed formal program	7	26
Took short course provided by agency	5	19
Observed another employee in the same occupation	11	41
Received directions by a fellow employee with no observation	6	22
Was instructed in tasks and duties by supervisor or other person in charge	20	74
Attended formal workshop	6	22

For background data, frequencies and percents were computed. Means and standard deviations of the supervisor and paraprofessional responses for items related to job skills and training needs were computed. The *t* test was used to determine significant differences between the paraprofessional and supervisor responses.

Findings and Discussion

Demographic Background Data

The average developmental disabilities paraprofessional was female, married, and between the ages of 21 and 35 years (See Table 1). All paraprofessionals were high school graduates. Almost all paraprofessionals (96%) had had some postsecondary education, with 41% indicating a four year degree. Several supervisors indicated that paraprofessionals who were college graduates in a related area used their jobs as a short-term employment experience prior to moving on to a professional position. In general, paraprofessionals worked with persons who were mentally handicapped, speech impaired, learning disabled, and /or orthopedically handicapped (See Table 2).

Handicaps of Persons With Whom Paraprofessionals worked

	Paraprofessional Response (n=27)	
	n	%
Mentally retarded	27	100
Learning disabled	21	78
Seriously emotionally disturbed	10	37
Orthopedically handicapped	18	67
Visually handicapped	15	56
Hearing impaired	15	56
Speech impaired	22	81
Other	4	15

Independent living paraprofessionals were classified under a broad range of titles with little common basis (See Appendix B). Supervisors reported that 115 were employed in positions in their agencies as of March, 1981; they further anticipated training 74 new paraprofessionals in the next two years to fill vacancies and newly created positions.

Possibilities for advancements and salary incentives varied by agency. Only two agencies indicated that the paraprofessional could advance without a college degree. Although most salaries began at the minimum level; 13 of the 15 agencies reported some range in salary, thus indicating the potential for financial incentive for increased training.

The mean annual turnover rate for paraprofessionals was 23 percent per year. The average length of employment was 2.25 years. Supervisors indicated that paraprofessionals generally left to accept higher paying jobs.

Paraprofessionals had had limited training for the job; the form most often used was instruction in tasks and duties by the supervisor in charge. One-fourth of the paraprofessionals indicated completion of a formal program. Only two agencies reported offering regularly scheduled inservice for paraprofessionals.

Supervisors were asked during the telephone interview to describe training programs for paraprofessionals which they felt would benefit the paraprofessional. The responses ranged from the necessity for training to be provided on site to the benefits of a structured program which would teach the basics needed by every paraprofessional. The most consistently expressed request for training was that it be structured to meet the needs and concerns of the agency.

Job Skills and Training Needs

A summary of the rating of job skills and training needs was reported in Table 3. Of the 51 job skills, 46 were identified as job skills by paraprofessionals and/or supervisors. Common areas most strongly identified which related to general skills were: communicating, understanding the handicap, observation/evaluation of behavior, record keeping, implementation of normalization, teaching the handicapped person, knowledge of medical concerns, and worker relationships. Highest identified job skills which related to independent living training of the handicapped person were: food management, clothing selection, personal hygiene, home care, use of leisure time, interpersonal relationships, safety and first aid, and use of community resources.

Supervisors targeted 21 job skills as inservice training needs. Those most strongly identified related primarily to general skills: understanding the handicapped condition, observing and evaluating behavior, developing ways to teach, and knowledge of medical concerns. Highest areas related to training for independent living skills were protection of rights, appropriate sexual expression, and use of first aid.

No differences between job skills as reported by the two groups were noted. However, differences were readily apparent between ratings of job skills and training needs in the area of independent living training skills. The common trend in the data was toward a high rating of job skills in this areas with a low rating of training need. Specific examples can be cited within the areas of foods, clothing, home living, and resource management.

Table 3. Perceived Job Skills and Training Needs of Independent Living Paraprofessionals[a]

	Job Skills		Inservice Training Needs
	Super. Rating	Para. Rating	Super. Rating
I. Paraprofessional needs			
A. General Skills			
1. Communicate with others.	A[b]	A	B
2. Understand the handicap.	A	A	A
3. Observe and evaluate behavior.	A	A	A
4. Keep records on handicapped person.	A	A	B
5. Budget use of money.	A	B	C
6. Implement normalization (Use parenting skills, create family living atmosphere).	A	A	B
7. Deal with stress from my job.	A	A	B
8. Develop ways to teach handicapped persons.	A	A	A
9. Know how people grow and develop.	B	A	B
10. Work with others successfully.	A	A	B
11. Know about medical concerns of the handicapped person.	A	A	A
II. Paraprofessional needs to train handicapped person			
A. Foods Area			
12. Plan meals.	A	B	C
13. Prepare food.	A	B	C
14. Purchase food.	A	A	C
15. Store food.	A	A	C
16. Use table manners.	A	A	C
17. Eat and drink.	C	A	C
18. Use adaptive equipment.	B	B	B

[a]Data are based on responses to the following scale:
1 = Strongly Agree
2 = Agree
3 = Uncertain
4 = Disagree
5 = Strongly Disagree

[b]A, B, and C symbols indicate the following: A = 1.00 - 2.00
B = 2.01 - 2.50
C = 2.51 - 5.00

Therefore, "A" and "B" symbols both indicate that the item has been perceived as a job skill or training need with "A" indicating a higher ranking. A "C" indicates that the item was not perceived as a job skill or a training need.

	Job Skills		Inservice Training Needs
	Super. Rating	Para. Rating	Super. Rating
B. Personal Appearance			
19. Select clothing.	A	A	C
20. Purchase clothing.	A	B	C
21. Modify clothing.	A	B	C
22. Dress himself/herself.	A	B	C
23. Practice personal hygiene.	A	A	C
24. Launder clothing.	A	A	C
C. Home Living			
25. Remove architectural barriers at home.	C	C	C
26. Use space to best advantage.	C	B	C
27. Clean living quarters.	A	A	C
D. Resources			
28. Plan for spending money.	B	B	C
29. Use credit.	C	C	C
30. Purchase insurance.	C	C	C
31. Manage time.	A	B	B
32. Use leisure time.	A	A	C
33. Get appropriate exercise.	A	A	C
34. Plan recreational activities.	B	A	B
E. Relationships			
35. Get along with others.	A	A	B
36. Protect his/her rights.	A	A	A
37. Express sexuality appropriately.	A	A	A
38. Make decisions about marriage.	B	C	C
39. Plan a family.	C	C	C
40. Use birth control.	B	C	C
41. Care for children.	C	C	C

	Job Skills		Inservice Training Needs
	Super. Rating	Para. Rating	Super. Rating
F. Safety and First Aid			
42. Observe safety precautions.	A	A	B
43. Use first aid.	A	A	A
44. Call for emergency help.	A	A	C
45. Use health clinics.	A	A	C
G. Community			
46. Use community resources.	A	A	B
47. Travel independently.	A	A	C
H. Work			
48. Seek and secure work.	C	C	C
49. Adjust to job.	B	C	C
50. Adjust to relationships at work.	B	C	B
51. Develop appropriate work attitudes.	B	B	B

Two reasons for this discrepancy may be cited. First, training may already be provided in those areas. Second, because of the relative low esteem of such tasks, supervisors may perceive that paraprofessionals already possess minimum levels of skills without training. Discussion with the panel of advisors indicated the latter.

Analysis of the data also indicated that items related to work received consistently low rankings for both job skills and training needs. This may be in part because vocational counselors teach handicapped persons how to seek and secure work at some facilities. However, job adjustment and the development of appropriate work attitudes are aspects that need reinforcement by paraprofessionals.

From an analysis of the data, one population may be overlooked in the area of independent living training. Sixty percent of the paraprofessionals reported working with orthopedically handicapped, while the tasks related to clothing modification and use of space received lower ratings. It appears that development of these skills would enable handicapped persons to achieve greater levels of independence.

Recommendations

Several recommendations were made as a result of the study. These recommendations were made based on the findings of the study, a review of the literature, and interaction with the panel of advisors.

First, job skills as identified by supervisors and paraprofessionals should provide one basis for preservice education. In turn those job skills which were identified by supervisors as training needs should provide one basis for inservice education.

Second, preservice and inservice programs should include an independent living training component. Previous training has been directed toward the health care area rather than assisting the handicapped person toward living independently.

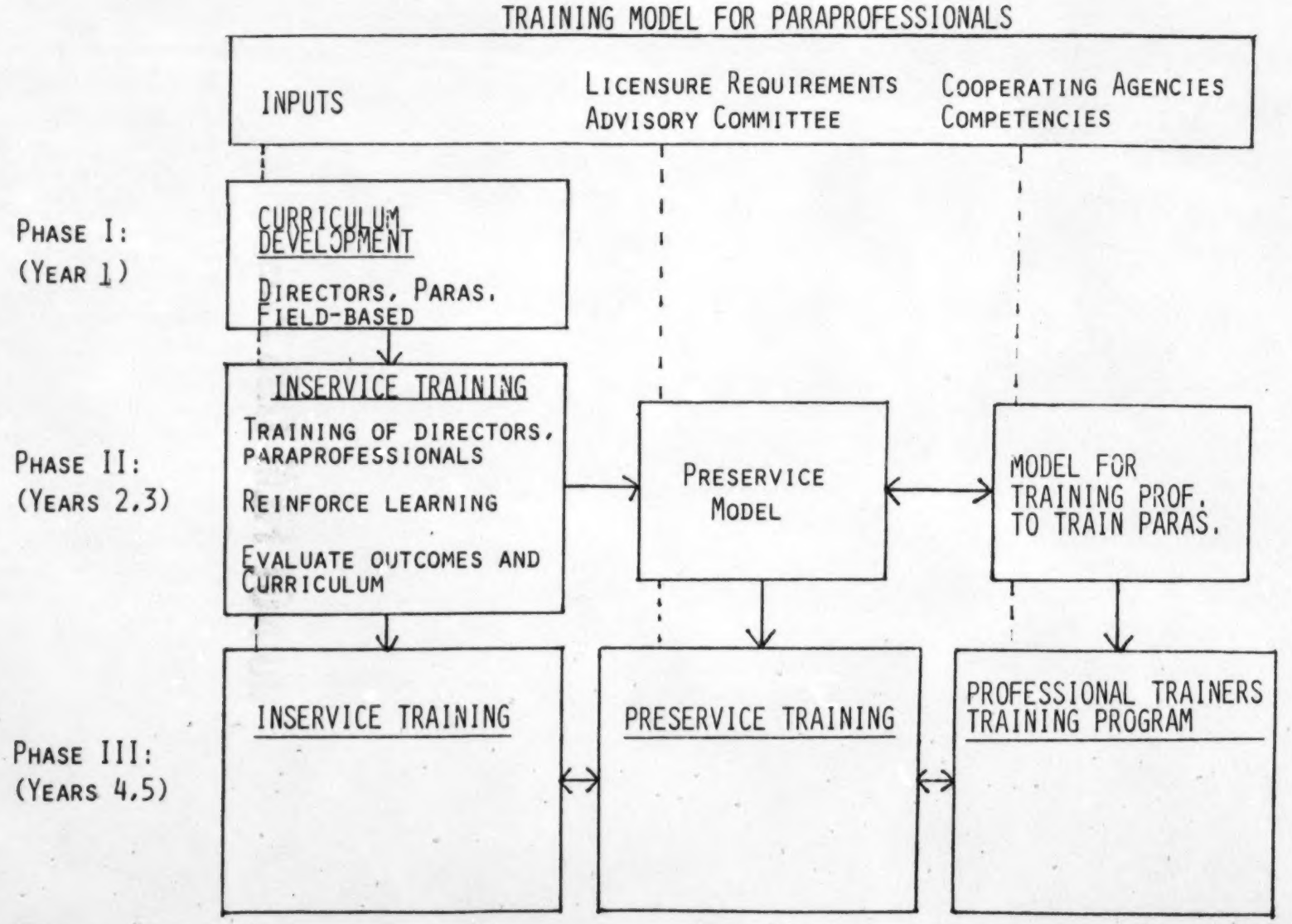
Third, attention should be given toward the development of a training system which is long term and self sustaining. This system should give attention, not only to inservice and preservice training of paraprofessionals, but also to the training of professionals to train paraprofessionals. Such a model is proposed in Figure 1.

One potential means by which the program could be carried out is through occupational home economics. Such programs are in place throughout the state; these programs could capitalize on existing homemaking offerings of schools. In addition, teachers, through proper training and through linkages with community agencies, could provide secondary and adult education in these areas.

Fourth, a common basis of job skills and training needs is apparent between human service paraprofessionals such as special education teacher aides and houseparents. Consideration should be given to the potential for a preservice training program which would be based upon a core of common competencies.

Fifth, state licensure specifications should provide incentives for training paraprofessionals, both from the perspective of the agency and from the viewpoint of the paraprofessional. One possible approach is to provide a career ladder system which rewards increasing levels of training. Specifications should allow for training available at secondary, post-

Figure 1


TRAINING MODEL FOR PARAPROFESSIONALS
INPUTS
LICENSURE REQUIREMENTS
ADVISORY COMMITTEE
COOPERATING AGENCIES
COMPETENCIES
PHASE I:
(YEAR 1)
CURRICULUM DEVELOPMENT
DIRECTORS, PARAS, FIELD-BASED
PHASE II:
(YEARS 2,3)
INSERVICE TRAINING
TRAINING OF DIRECTORS, PARAPROFESSIONALS
REINFORCE LEARNING
EVALUATE OUTCOMES AND CURRICULUM
PRESERVICE MODEL
MODEL FOR TRAINING PROF. TO TRAIN PARAS.
PHASE III:
(YEARS 4,5)
INSERVICE TRAINING
PRESERVICE TRAINING
PROFESSIONAL TRAINERS TRAINING PROGRAM

secondary, and adult levels, as well as training provided by an external agency and the agency itself.

Sixth, training which is provided should be field-based and problem-centered. Although common skills are apparent across agencies, the desired outcomes of paraprofessional training are the increased potential of the individual handicapped person to develop independent living skills and the greater job satisfaction of the paraprofessional.

Appendix A Supervisor and Paraprofessional Instruments

The University of North Dakota

GRAND FORKS 58202

DEPARTMENT OF HOME ECONOMICS AND NUTRITION

TELEPHONE: (701) 777-2539

March 16, 1981

To: Selected Supervisors/Employers in North Dakota Rehabilitation Service Agencies

Re: The assessment and training needs of paraprofessionals who assist handicapped persons in independent living.

What are competencies of the paraprofessionals who assist the handicapped persons develop independent living skills? What are training needs of these paraprofessionals? These are questions currently addressed by a statewide study conducted by the University of North Dakota in cooperation with the State Board for Vocational Education and the State Department of Health. The results of this study will assist in the development of standards and certification for paraprofessionals, as well as serve as a potential basis for further training programs for the paraprofessionals.

Your agency has been selected to participate in this project and you have been identified as a key contact person. The major activity of the project is to survey paraprofessionals and supervisors from March 16 through April 3, 1981.

What is your role? We need your assistance in the selection of 2 paraprofessionals who help the handicapped persons learn independent living skills. These paraprofessionals should complete the yellow and blue forms and return them to you. We would also like you to respond to the questions and instrument on the white sheets and return the three questionnaires within 3 days. A stamped, addressed envelope is included. We would like to ask you some additional employment-related questions about your paraprofessional employees during a 10-15 minute telephone interview, which will be scheduled at your convenience.

We sincerely appreciate your coordination of this activity. If, for any reason, you cannot participate, please contact Beverly Uhlenberg (777-2952). If you have any questions or concerns, you may contact her or members of the project steering committee, Glinda Crawford (777-3750), Joy Bostrom (777-3748), George Zenk (777-3513), or James Navara (777-3505).

Thank you very much for your help in gathering this information.

Sincerely,

Beverly Uhlenberg
Research Coordinator
Home Economics

Glinda Crawford
Project Director
Home Economics & Nutrition

George Zenk
Special Needs
Business & Vocational Education

— An Equal Opportunity Institution —

EMPLOYER/SUPERVISOR INSTRUMENT

1. Your position title/description: _____

____ (1) public or ____ (2) private employment (5)

Your highest educational level:
____ (1) Less than h.s. diploma (6)
____ (2) High school diploma
____ (3) Vocational/technical program
____ (4) Two year degree
____ (5) Four year degree
____ (6) Graduate degree
____ Other (Describe)

Paraprofessionals that you supervise (List titles and number supervised).

2. Title _____ Number _____ (7) (8)

3. Monthly pay scale range for this job title ____(lowest) to ____ (highest) (9)(10)(11)(12) (13)(14)(15)(16)

4. Title _____ Number _____ (17)(18)

5. Monthly pay scale range for this job title ____ (lowest) to ____ (highest) (19)(20)(21)(22) (23)(24)(25)(26)

6. Check the handicaps of the persons with whom you work. Check all that apply.

____ mentally retarded (27)
____ learning disabled (28)
____ seriously emotionally disturbed (29)
____ orthopedically handicapped (30)
____ visually handicapped (31)
____ hearing impaired (32)
____ speech impaired (33)

7. How many handicapped persons in your facility receive regular training in independent living? _____ (34)(35)(36)

8. What is the total population of handicapped persons at your facility? _____ (37)(38)(39)

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March 16, 1981

9. Check the category that best describes your role in working with the handicapped.

5	4	3	2	1	
Assist him/her to live independently		Provide some care but assist to live independently		Provide total care for him/her	(40)

10. What specialized training provided for the paraprofessional?

Check if appropriate	No. of hours of training		
____	____	short course provided by agency	(41-43)
____	____	observation of another employee in the same occupation	(44-46)
____	____	directions by a fellow employee with no observation	(47-49)
____	____	instruction in tasks and duties by supervisor or other person in charge of employees	(50-52)
____	____	completed formal program in this area	(53-55)
____	____	formal workshops	(56-58)
____	____	continuing education course work	(59-61)
____	____	None	(62-64)

Explain what's included. Send copy of outline if available. Background in independent living.

11. Are there opportunities for career advancement for paraprofessional as he/she becomes more experienced or receives training?

____ Yes (65)
____ No

12. Have you positions open and funding available <u>now</u> for hiring additional paraprofessionals?

____ Yes (66)
____ No

13. What is your annual turnover rate for paraprofessional sorkers? ____ leave out of a total of ____ (67-68)

14. Why do paraprofessionals quit this job?

____ low pay (69)
____ feel inadequately prepared for job (70)
____ not the type of work they enjoy (71)
____ personality problems (72)
____ no longer wished to be member of work force (73)
____ accepted a better paying job (74)
____ uncertain (75)
____ other (76)

15. How many paraprofessionals do you anticipate hiring in the next 2 years? _____ (77-79)

16. Would you be receptive to training provided by an outside agency tailored to meet needs?

____ (1) Yes
____ (2) No (80)

Explain:

Type of training? - on site, and elsewhere

17. Did questionnaire adequately describe job of paraprofessional?

How does job differ?

What else should we know?

COMPETENCIES AND TRAINING NEEDS OF PARAPROFESSIONALS

Please read each of the following skills and decide if this describes the job performed by your paraprofessionals who help handicapped persons learn to live independently. In the left hand column, circle the response which indicates your level of agreement with the skill as being descriptive of the paraprofessional's job.

Does the paraprofessional need additional training in this skill to better assist handicapped persons learn to live independently? In the column on the right, circle the response which indicates your agreement with the need for additional training for paraprofessional in each skill listed.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

Example:

In his/her job paraprofessional must:		Additional training is needed by paraprofessional to:
SA (A) U D SD	Plan learning experiences for handicapped.	(SA) A U D SD

This supervisor agrees that part of the paraprofessional's job is to plan learning experiences for the handicapped. She/he strongly agrees that paraprofessional needs additional training to do this well.

In his/her job paraprofessional must:		Additional training is needed by the paraprofessional to:	
1. SA A U D SD	Communicate with others.	SA A U D SD	(5)
2. SA A U D SD	Understand the handicap.	SA A U D SD	(6)
3. SA A U D SD	Observe and evaluate behavior.	SA A U D SD	(7)
4. SA A U D SD	Keep records on handicapped person.	SA A U D SD	(8)
5. SA A U D SD	Budget use of money.	SA A U D SD	(9)
6. SA A U D SD	Implement normalization (Use parenting skills, create family living atmosphere).	SA A U D SD	(10)
7. SA A U D SD	Deal with stress from my job.	SA A U D SD	(11)
8. SA A U D SD	Develop ways to teach handicapped persons.	SA A U D SD	(12)

	In his/her job paraprofessional must:		Additional training is needed by paraprofessional to:
9.	SA A U D SD	Know how people grow and develop.	SA A U D SD (13)
10.	SA A U D SD	Work with others successfully.	SA A U D SD (14)
11.	SA A U D SD	Know about medical concerns of the handicapped person.	SA A U D SD (15)

Others - list

	Paraprofessional Must Help Handicapped Person Learn to:		Training Needed for Paraprofessional to Teach Handicapped Person to:
FOODS AREA 12.	SA A U D SD	Plan meals.	SA A U D SD (16)
13.	SA A U D SD	Prepare food.	SA A U D SD (17)
14.	SA A U D SD	Purchase food.	SA A U D SD (18)
15.	SA A U D SD	Store food.	SA A U D SD (19)
16.	SA A U D SD	Use table manners.	SA A U D SD (20)
17.	SA A U D SD	Eat and drink.	SA A U D SD (21)
18.	SA A U D SD	Use adaptive equipment.	SA A U D SD (22)

Others - list

PERSONAL APPEARANCE 19.	SA A U D SD	Select clothing.	SA A U D SD (23)
20.	SA A U D SD	Purchase clothing.	SA A U D SD (24)
21.	SA A U D SD	Modify clothing.	SA A U D SD (25)
22.	SA A U D SD	Dress himself/herself.	SA A U D SD (26)
23.	SA A U D SD	Practice personal hygiene.	SA A U D SD (27)
24.	SA A U D SD	Launder clothing.	SA A U D SD (28)

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	In his/her job paraprofessional must:		Additional training is needed by the paraprofessional to:		
HOME LIVING	25. SA A U D SD	Remove architectural barriers at home.	SA A U D SD	(29)
	26. SA A U D SD	Use space to best advantage.	SA A U D SD	(30)
	27. SA A U D SD	Clean living quarters.	SA A U D SD	(31)
	Others - list			
RESOURCES	28. SA A U D SD	Plan for spending money.	SA A U D SD	(32)
	29. SA A U D SD	Use credit.	SA A U D SD	(33)
	30. SA A U D SD	Purchase insurance.	SA A U D SD	(34)
	31. SA A U D SD	Manage time.	SA A U D SD	(35)
	32. SA A U D SD	Use leisure time.	SA A U D SD	(36)
	33. SA A U D SD	Get appropriate exercise.	SA A U D SD	(37)
	34. SA A U D SD	Plan recreational activities.	SA A U D SD	(38)
	Other - list			
RELATIONSHIPS	35. SA A U D SD	Get along with others.	SA A U D SD	(39)
	36. SA A U D SD	Protect his/her rights.	SA A U D SD	(40)
	37. SA A U D SD	Express sexuality appropriately.	SA A U D SD	(41)
	38. SA A U D SD	Make decisions about marriage.	SA A U D SD	(42)
	39. SA A U D SD	Plan a family.	SA A U D SD	(43)
	40. SA A U D SD	Use birth control.	SA A U D SD	(44)
	41. SA A U D SD	Care for children.	SA A U D SD	(45)
	Other - list			

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	In his/her job paraprofessional must:						Additional training is needed by the paraprofessional to:					
SAFETY AND FIRST AID.	42.	SA	A	U	D	SD	Observe safety precautions.	SA	A	U	D	SD (46)
	43.	SA	A	U	D	SD	Use first aid.	SA	A	U	D	SD (47)
	44.	SA	A	U	D	SD	Call for emergency help.	SA	A	U	D	SD (48)
	45.	SA	A	U	D	SD	Use health clinics.	SA	A	U	D	SD (49)
		Other - list										
COMMUNITY	46.	SA	A	U	D	SD	Use community resources.	SA	A	U	D	SD (50)
	47.	SA	A	U	D	SD	Travel Independently.	SA	A	U	D	SD (51)
		Other - list										
WORK	48.	SA	A	U	D	SD	Seek and secure work.	SA	A	U	D	SD (52)
	49.	SA	A	U	D	SD	Adjust to job.	SA	A	U	D	SD (53)
	50.	SA	A	U	D	SD	Adjust to relationships at work.	SA	A	U	D	SD (54)
	51.	SA	A	U	D	SD	Develop appropriate work attitudes.	SA	A	U	D	SD (55)
		Others - list										

CHECK THAT YOU HAVE ANSWERED ALL ITEMS AND RETURN THE SURVEY IN THE ENCLOSED ENVELOPE.

THANKS FOR YOUR HELP!

UND
HEc N & BVED
March 16, 1981

(Paraprofessional
Questionnaire)

COMPETENCIES OF PARAPROFESSIONALS

WHO ASSIST HANDICAPPED PERSONS IN INDEPENDENT LIVING

What skills do you use as you help handicapped persons learn to live independently? The University of North Dakota Home Economics and Business and Vocational Education Departments and the State Health Department would like your help in identifying these skills.

The following questionnaire consists of two parts. Part I concerns information about you which will help us determine the characteristics of paraprofessionals. Please answer each question completely.

Part II asks you to identify two different types of skills. Section A is concerned with skills you need as you do your job. Section B asks that you identify skills you help the handicapped persons learn so they will be able to live independently. Specific directions for completing Part II are given on the first blue sheet.

If you use or teach skills we have not included, please list them in the spaces provided.

Thank you for helping us gather this information.

Be sure to answer all items.

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PART I: PARAPROFESSIONAL INFORMATION SHEET

Directions: Please answer the following questions about yourself. Complete all the blanks as accurately as possible.

1. Your job title: _____

2. Your marital status:
   ____(1) Single
   ____(2) Married (5)
   ____(3) Widowed
   ____(4) Divorced

3. Sex:
   ____(1) Male (6)
   ____(2) Female

4. Age:
   ____(1) 20 years or younger
   ____(2) 21 to 35 years (7)
   ____(3) 36 to 50 years
   ____(4) 51 to 65 years
   ____(5) over 65 years

5. Highest grade completed:
   ____(1) 7th grade or below
   ____(2) 8th to 9th grade (8)
   ____(3) 10th to 11th grade
   ____(4) High school graduate

6. Additional schooling or training:
   ____ None (9)
   ____ Vocational-technical training (10)
   ____ Some college (11)
   ____ Other (Please describe) (12)

7. Specialized training for this occupation:
   (Please check all that apply)
   ____ Completed formal program in this area. (13)
   ____ Took short course provided by agency. (14)
   ____ Observed another employee in the same occupation (15)
   ____ Received directions by a fellow employee with no observation. (16)
   ____ Was instructed in tasks and duties by supervisor or other person in charge. (17)
   ____ Attended a formal workshop. (18)
   ____ Other (Describe)

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8. Number of years you've been in this job: ____ (19)(20)

9. Number of hours worked per week in this job: _____ (21)(22)

10. What are the handicaps of the persons with whom you work? (Check all those that apply).

____ Mentally Retarded	(23)
____ Learning Disabled	(24)
____ Seriously Emotionally Disturbed	(25)
____ Orthopedically Handicapped	(26)
____ Visually Handicapped	(27)
____ Hearing Impaired	(28)
____ Speech Impaired	(29)
____ Other (Describe)	(30)

11. Number of handicapped persons you work with: _____ (31)(32)

12. Check the category that best describes your role in working with these persons.

5	4	3	2	1	
Assist him/her to live independently		Provide some care, but assist to live independently		Provide total care for him/her	(33)

13. Number of jobs you have had during the past 5 years: _____ (34)(35)

14. Type of job you had before this one: _____ (36)(37)

PART II COMPETENCIES FOR MY JOB

On these sheets are listed some skills. Please read each skill and decide if this describes your job.

Directions: Circle the response which indicates your level of agreement with the skill as being descriptive of your job.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

Here is an EXAMPLE: IN MY JOB I MUST:

SA A U (D) SD Teach the handicapped to use the telephone.

This person disagrees that the statement describes his/her job.

A. IN MY JOB, I MUST:

BEGIN HERE:
CIRCLE ONE

1.	SA A U D SD	Communicate with others.	(5)
2.	SA A U D SD	Understand the handicap.	(6)
3.	SA A U D SD	Observe and evaluate behavior.	(7)
4.	SA A U D SD	Keep records on handicapped person.	(8)
5.	SA A U D SD	Budget use of money.	(9)
6.	SA A U D SD	Implement normalization (Use parenting skills, create family living atmosphere)	(10)
7.	SA A U D SD	Deal with stress from my job.	(11)
8.	SA A U D SD	Develop ways to teach handicapped persons.	(12)
9.	SA A U D SD	Know how people grow and develop.	(13)

	10. SA A U D SD	Work with others successfully.	(14)
	11. SA A U D SD	Know about medical concerns of the handicapped person.	(15)

Others - list

B. IN MY JOB, I MUST HELP THE HANDICAPPED PERSON LEARN TO:

FOODS AREA	12. SA A U D SD	Plan meals.	(16)
	13. SA A U D SD	Prepare food.	(17)
	14. SA A U D SD	Purchase food.	(18)
	15. SA A U D SD	Store food.	(19)
	16. SA A U D SD	Use table manners	(20)
	17. SA A U D SD	Eat and drink.	(21)
	18. SA A U D SD	Use adaptive equipment	(22)

Others - list

PERSONAL APPEARANCE	19. SA A U D SD	Select clothing.	(23)
	20. SA A U D SD	Purchase clothing	(24)
	21. SA A U D SD	Modify clothing.	(25)
	22. SA A U D SD	Dress himself/herself.	(26)
	23. SA A U D SD	Practice personal hygiene.	(27)
	24. SA A U D SD	Launder clothing.	(28)

HOME LIVING	25. SA A U D SD	Remove architectural barriers at home.	(29)
	26. SA A U D SD	Use space to best advantage.	(30)
	27. SA A U D SD	Clean living quarters.	(31)
	Others - list		
RESOURCES	28. SA A U D SD	Plan for spending money.	(32)
	29. SA A U D SD	Use credit	(33)
	30. SA A U D SD	Purchase insurance	(34)
	31. SA A U D SD	Manage time.	(35)
	32. SA A U D SD	Use leisure time.	(36)
	33. SA A U D SD	Get appropriate exercise.	(37)
	34. SA A U D SD	Plan recreational activities	(38)
	Other - list		
RELATION-SHIPS	35. SA A U D SD	Get along with others.	(39)
	36. SA A U D SD	Protect his/her rights.	(40)
	37. SA A U D SD	Express sexuality appropriately.	(41)
	38. SA A U D SD	Make decisions about marriage.	(42)
	39. SA A U D SD	Plan a family	(43)
	40. SA A U D SD	Use birth control	(44)
	41. SA A U D SD	Care for children.	(45)
	Other - list		

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SAFETY AND FIRST AID.	42.	SA A U D SD	Observe safety precautions.	(46)
	43.	SA A U D SD	Use first aid	(47)
	44.	SA A U D SD	Call for emergency help.	(48)
	45.	SA A U D SD	Use health clinics	(49)
		Other - list		
COMMUNITY	46.	SA A U D SD	Use community resources.	(50)
	47.	SA A U D SD	Travel Independently	(51)
		Other - list		
WORK	48.	SA A U D SD	Seek and secure work.	(52)
	49.	SA A U D SD	Adjust to job.	(53)
	50.	SA A U D SD	Adjust to relationships at work.	(54)
	51.	SA A U D SD	Develop appropriate work attitudes.	(55)
		Others - list		

CHECK THAT YOU HAVE ANSWERED ALL ITEMS AND RETURN THE SURVEY TO THE PERSON IN CHARGE.

THANKS FOR YOUR HELP!

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Appendix B Participating Developmental Disabilities Agencies

1. Agencies Responding to Telephone Interview and Questionnaire Survey

Area Social Service Center - Grand Forks
Agassiz Enterprises - Grand Forks
Lake Region Human Service Center - Devils Lake
Evaluation and Training Center - Fargo
Fraser Hall - Fargo
Community Survival Program - Fargo
Badland Human Service Center - Dickinson
Pride Industries - Bismarck
Memorial Mental Health Center - Mandan
Opportunities Incorporated - Jamestown
Open Door Center - Valley City
Midway Program - Grafton State School
State School for the Blind - Grand Forks
State School for the Deaf - Devils Lake
Souris Valley Group Home - Minot

2. Agencies Responding to Telephone Interview Only

Listen Drop-In Center - Grand Forks
Adolescent Treatment Center - Jamestown
Dakota Boys' Ranch - Minot
UMARC - Williston
Svee Home - Fargo

Appendix C

Developmental Disabilities
Paraprofessional Job Titles, Number Employed, and Salary Range

Agency	Job Title	Number Employed	Range Low	Range High
1	Houseparent Relief Houseparent	2	- [a]	-
	Job Placement Coordinator	1	-	-
2	Teacher Aides	3	$543	$803
	Dorm Counselor	12	$930	$1372
3	Houseparents	7	$600	$700
	Supervisor	1	$700	-
4	Housemanagers	3	$675	$775
	Houseparents	2	$650	-
5	Aides (Volunteer)	-	-	-
6	Resident Program Technicians	5	$693	$945
	Houseparents	2	-	-
7	Human Service Aides	13	$590	$780
	Houseparents	4	$590	$822

a - indicates no information provided.

Developmental Disabilities
Paraprofessional Job Titles, Number Employed, and Salary Range

Agency	Job Title	Number Employed	Range Low	to High
8	Housemanager	2	$600	$900
9	Houseparents	2	$619	-
	Aide	1	$619	-
10	Independent Living Aide	2	$538	$610
11	Houseparents, Cleaning Staff and Maintenance Staff	28	$628	$1372
12	Houseparents	3	$500	$750
13	Homemaker I	1	$569	$842
14	Houseparents, Cook, Clerical IDL - Aides	16	$700	-
15	Adult Education Teacher	2	$425	-
	Shop Supervisor & Aides	3	$425	$900